



EFFECTIVENESS OF POWER POINT PRESENTATION METHOD AND NORMAL METHOD IN THE TEACHING OF SCIENCE UNIT 'CROP PRODUCTION AND MANAGEMENT' FROM STD 8

Dharmesh Arvindbhai Vaghela

M.Sc. (chemistry), M.A. (Education), Saurashtra University, Rajkot-5, Gujarat, India.

ABSTRACT

The present research was undertaken for the effectiveness of power point presentation. Author had framed unit test for the lesson of science 'crop production and management' from standard 8. Sample had been given a framed test. As a sample, standard 8 students studying in Shree Arvindbhai Maniyar Primary School No. 61, Rajkot was taken in year 2019-20. Upper primary government school students of Rajkot city were taken as a population. Two groups of 30 students from standard 8 were taught the same lesson of science with power point presentation and normal method respectively. Mean, standard deviation and t-value were used for data analysis. The result we got was that, teaching a science unit, through power point presentation method was more effective than teaching through normal method.

1. INTRODUCTION:

Teacher always tries to satisfy the students by using various activities, techniques, and methods. Education can be made interesting if the different means are used. The present research was undertaken to know the difference between educational achievement with power point present method and normal method.

2. THE OBJECTIVES OF THE STUDY:

1. To frame the unit test on the unit of science standard 8, crop production and management.
2. To test the effectiveness of power point presentation teaching method for unit of standard 8, science, crop production and management.
3. To examine effectiveness of power point presentation method and normal teaching method.

3. OPERATIONAL DEFINITIONS OF THE TERMS:

1. **Power point presentation:** power point presentation is a presentation which is prepared to teach any subject with photos, videos and animations.
2. **Educational achievement:** The score achieved by the students on the unit 'crop production and management' is taken as an educational achievement.

4. HYPOTHESIS:

In the present research, the researcher has defined the following null hypothesis.

Null Hypothesis: "There will be no significant difference between the average educational achievement scorings of power point presentation learners and normal method learners".

5. VARIABLES OF THE STUDY:

There were four variables in the present study

1. Independent Variable. For the present study educational achievement of the students was accepted as independent variable.
2. Dependent variable. Teaching method was dependent variable which has two levels. (1) Teaching by power point presentation method, (2) Teaching by normal method.
3. Controlled variable. (1) Content, (2) Standard of the study, (3) Teaching time 4. School environment.
4. Intervening variable. (1) Other educational helps, (2) Individual differences 3. interaction of teaching.

6. RESEARCH METHOD:

The present study was under taken with the help of experimental method in which, two paired only post test pattern was followed.

7. TOOL OF THE STUDY:

The main aim of this study was to examine the effectiveness of power point presentation teaching method and normal teaching method for the unit of standard 8, science 'crop production and management.'

As a tool, the investigator used teacher made test with 35 questions, 35 marks and 35 minutes time limit for above mentioned unit. Every question had four options.

8. PROGRAMME DESIGN:

In the present study, the investigator had prepared two types of teaching program. (1) Teaching through power point presentation method, and (2) Normal teaching method.

9. SAMPLE:

For the execution of the program 60 students of Standard 8 were selected from school no. 61 Rajkot.

10. DATA ANALYSIS AND INTERPRETATION:

At the end of the experiment, standard deviation and t-value were calculated of the marks obtained by the students of both groups for the teacher made test on the unit crop production and management.

Table 1: Classification of the marks obtained by the both group students on teacher made test.

Teaching Method	No. of students	Mean	Standard deviation	t-value
PPT method	30	26.20	3.52	3.23**
Normal method	30	22.60	4.54	

*significant at 0.01 level

Table shows that the mean of the achieved marks by the group taught by PPT method is 26.20 whereas standard deviation was 3.52. The mean of the achieved marks by the group taught by normal method was 22.60 whereas standard deviation was 4.54. The t-value difference between mean of both groups was 3.23 which was significant at 0.01 level. Thus, the hypothesis of the study

"There will be no significant difference between the average educational achievement scorings of power point presentation learners and normal method learners" was rejected.

11. CONCLUSIONS OF THE STUDY:

The conclusion of the present study with reference to the null hypothesis was as follow:

The learning of science, standard 8 unit, 'crop production and management' through power point presentation method was more effective than learning through normal method.

12. EDUCATIONAL IMPLICATIONS:

The students educational achievement can be enhance with the following recommendations.

1. we can use power point presentation teaching method to enhance
2. we can use this method to teach students with something different method, to make it interesting.
3. with the power point presentation teaching method, the same experiment can be done with different methods and angles.

REFERENCES:

1. Uchat D.A (2000) Different methods of research, saurashtra university, Rajkot.

- II. Moliya. M.S. (2005) The fields of Educational Research, Rajkot, Earth Graphics.
- III. Shah D.B. (2004) Educational research , Ahmedabad, university granth nirman board.
- IV. Kumar K.L. (1986) Educational technology, New Delhi, New age publication.
- V. Joshi H.O. (2006) The means of communication and Educations, Rajkot, saurashtra university.